



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12511726
SAU: MSAD 57
School: Lyman Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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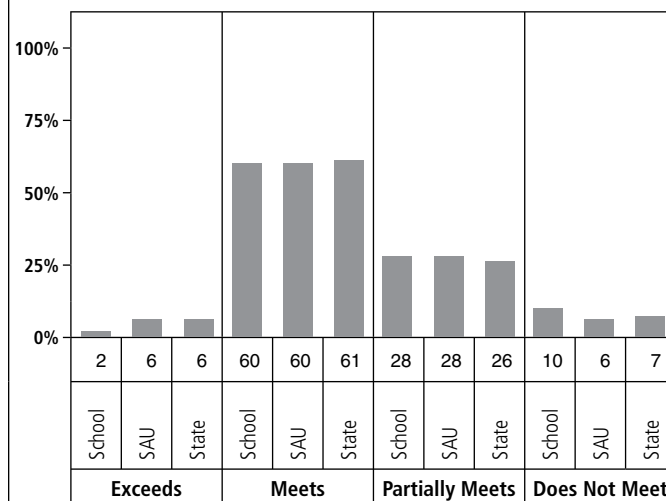
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

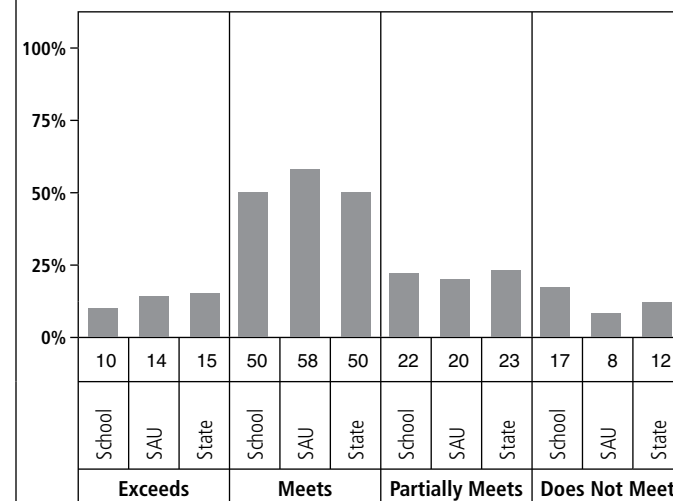
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	540	544	544
2007–2008	544	545	545
2008–2009	544	546	546
Cum. Avg.*	543	545	545
Mathematics			
2006–2007	539	543	546
2007–2008	542	545	546
2008–2009	543	548	547
Cum. Avg.*	541	545	546
Science			
2008–2009 **	540	544	543

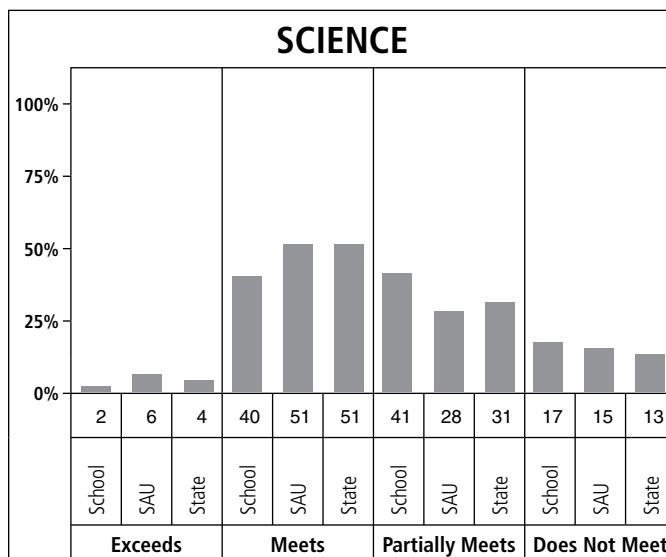
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	58	100	260	100	14212	100	58	100	260	100	14135	100	58	100	260	100	14144	100	58	100	260	100	14137	100
Ethnicity African American/Black	1	2	1	0	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	1	2	1	0	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	2	3	4	2	259	2	2	100	4	100	253	98	2	100	4	100	258	100	2	100	4	100	257	99
Hispanic	0	0	3	1	175	1	0	0	3	100	172	99	0	0	3	100	172	99	0	0	3	100	173	99
Caucasian/White	54	93	251	97	13271	93	54	100	251	100	13212	100	54	100	251	100	13211	100	54	100	251	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	8	14	36	14	2479	17	8	100	36	100	2454	100	8	100	36	100	2455	100	8	100	36	100	2451	99
Current LEP	1	2	1	0	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
Economically disadvantaged	21	36	103	40	5848	41	21	100	103	100	5815	100	21	100	103	100	5819	100	21	100	103	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	49	84	213	82	10849	76	51	88	213	82	10872	76	51	88	216	83	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	2	4	2	1	307	3	2	4	2	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	2	7	3	123	1	1	2	7	3	121	1	1	2	7	3	126	1
Participation with accommodations	9	16	41	16	3122	22	7	12	41	16	3124	22	7	12	38	15	3019	21
Identified disability (PET/IEP)	8	89	30	73	1992	64	6	86	28	68	2000	64	6	86	28	74	1971	65
LEP	1	11	1	2	184	6	1	14	1	2	196	6	1	14	1	3	184	6
504 plan	0	0	1	2	84	3	0	0	1	2	86	3	0	0	1	3	81	3
Other	0	0	9	22	907	29	0	0	11	27	886	28	0	0	8	21	826	27
Participation through alternate assessment (PAAP)	0	0	6	2	164	1	0	0	6	2	148	1	0	0	6	2	142	1
Identified disability (PET/IEP)	0	0	6	100	164	100	0	0	6	100	148	100	0	0	6	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	15	6	702	5
	2007-2008	3	6	14	6	659	5
	2008-2009	1	2	15	6	836	6
	Cum. Total*	5	3	44	6	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	23	48	143	54	7730	55
	2007-2008	24	48	133	53	8195	58
	2008-2009	35	60	152	60	8495	61
	Cum. Total*	82	53	428	56	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	15	31	87	33	4182	30
	2007-2008	21	42	86	34	3800	27
	2008-2009	16	28	71	28	3667	26
	Cum. Total*	52	33	244	32	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	9	19	21	8	1419	10
	2007-2008	2	4	18	7	1362	10
	2008-2009	6	10	16	6	973	7
	Cum. Total*	17	11	55	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.3	61.0	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.1	58.8	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.2	63.3	15.9	66.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 57
 School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	1	2	35	60	16	28	6	10	544	254	6	60	28	6	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	2										4						252	11	58	21	11	547
Hispanic	0										2						166	4	54	32	10	543
Caucasian/White	54	1	2	32	59	16	30	5	9	544	246	6	60	28	6	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	1	13	6	75	531	30	0	13	60	27	535	2290	0	29	47	23	537
No	50	1	2	34	68	15	30	0	0	546	224	7	66	24	4	547	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	57	1	2	34	60	16	28	6	11	544	253	6	60	28	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	21	0	0	14	67	3	14	4	19	544	100	1	60	31	8	544	5716	2	51	35	12	542
No	37	1	3	21	57	13	35	2	5	544	154	9	60	26	5	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	58	1	2	35	60	16	28	6	10	544	254	6	60	28	6	546	13963	6	61	26	7	546
Gender																						
Female	33	0	0	21	64	8	24	4	12	543	131	7	63	24	7	547	6882	8	62	24	6	547
Male	25	1	4	14	56	8	32	2	8	545	123	5	57	33	6	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	58	1	2	35	60	16	28	6	10	544	254	6	60	28	6	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	2										19	37	58	5	0	558	450	26	72	2	0	557
No	56	1	2	33	59	16	29	6	11	544	235	3	60	30	7	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	2	50	1	25	1	25	543	5	0	50	25	25	541	4	2	40	34	24	540
B. less than one hour	72	1	2	27	64	10	24	4	10	545	72	7	64	23	6	547	70	6	63	26	6	546
C. one to two hours	21	0	0	6	50	5	42	1	8	542	21	4	52	41	4	544	24	7	61	26	6	546
D. more than two hours	0										2	0	17	83	0	540	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	0	0	17	89	2	11	0	0	548	38	8	71	16	4	549	36	10	67	18	5	549
B. good	41	1	4	12	50	8	33	3	13	544	43	5	58	29	8	545	47	5	62	27	6	546
C. fair	16	0	0	3	33	3	33	3	33	536	15	5	41	46	8	542	15	2	47	40	12	541
D. poor	10	0	0	3	50	3	50	0	0	542	3	0	38	63	0	541	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	1	5	13	68	5	26	0	0	549	30	13	60	27	0	550	31	9	65	20	5	548
B. They match some of what I have learned.	49	0	0	17	61	9	32	2	7	542	54	3	66	26	5	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	14	0	0	3	38	1	13	4	50	537	13	0	41	38	22	539	10	3	45	38	14	542
D. There is no match.	4	0	0	1	50	1	50	0	0	540	4	11	22	44	22	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	26	1	7	5	33	5	33	4	27	539	19	6	48	33	13	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	45	0	0	20	77	6	23	0	0	546	65	7	63	25	4	547	64	7	63	25	5	547
C. easier than my regular schoolwork	29	0	0	10	59	5	29	2	12	544	16	0	59	34	7	543	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	0	0	3	33	0	0	6	67	533	12	0	32	42	26	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	45	0	0	16	62	10	38	0	0	544	54	5	61	31	3	547	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	40	1	4	16	70	6	26	0	0	548	34	10	67	19	5	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	9	0	0	5	100	0	0	0	0	551	21	6	65	29	0	548	20	10	64	21	5	548
B. 20 minutes to an hour	55	1	3	21	66	10	31	0	0	545	50	7	64	25	3	547	56	7	65	24	5	547
C. less than 20 minutes	12	0	0	2	29	2	29	3	43	537	11	7	55	24	14	546	10	3	52	33	12	543
D. I rarely read at home.	24	0	0	7	50	4	29	3	21	541	18	2	43	37	17	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	35	0	0	10	50	6	30	4	20	542	26	2	53	34	11	543	25	3	53	33	11	543
B. six to ten pages	30	0	0	12	71	5	29	0	0	545	20	8	67	21	4	546	26	6	61	26	7	546
C. eleven or more pages	35	1	5	12	60	5	25	2	10	545	54	7	61	28	4	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										100	0	0	100	0	536						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	20	7	1711	12
	2007-2008	1	2	23	9	1617	12
	2008-2009	6	10	36	14	2119	15
	Cum. Total*	7	4	79	10	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	20	42	127	48	6778	48
	2007-2008	29	58	129	51	7284	52
	2008-2009	29	50	147	58	7046	50
	Cum. Total*	78	50	403	52	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	22	46	89	33	3884	28
	2007-2008	13	26	67	27	3341	24
	2008-2009	13	22	51	20	3193	23
	Cum. Total*	48	31	207	27	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	13	31	12	1683	12
	2007-2008	7	14	32	13	1778	13
	2008-2009	10	17	20	8	1638	12
	Cum. Total*	23	15	83	11	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	23.6	49.2	26.2	54.6	25.5	53.1
A. Number	18	38	9.3	51.7	10.4	57.8	9.8	54.4
B. Data	10	21	4.7	47.0	5.2	52.0	5.2	52.0
C. Geometry	10	21	4.0	40.0	4.5	45.0	4.7	47.0
D. Algebra	10	21	5.6	56.0	6.1	61.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 57
 School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	6	10	29	50	13	22	10	17	543	254	14	58	20	8	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	2										4						257	19	50	20	12	548
Hispanic	0										2						166	9	43	31	17	543
Caucasian/White	54	6	11	26	48	12	22	10	19	543	246	15	58	20	8	548	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	0	0	4	50	4	50	524	30	0	37	43	20	536	2307	3	32	32	33	536
No	50	6	12	29	58	9	18	6	12	546	224	16	61	17	6	550	11689	17	54	21	8	549
Current LEP																						
Yes	1										1						365	5	33	30	32	536
No	57	6	11	28	49	13	23	10	18	543	253	14	58	20	8	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	21	2	10	10	48	4	19	5	24	541	100	8	58	23	11	545	5731	7	46	29	18	542
No	37	4	11	19	51	9	24	5	14	545	154	18	58	18	6	550	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	58	6	10	29	50	13	22	10	17	543	254	14	58	20	8	548	13988	15	50	23	12	547
Gender																						
Female	33	3	9	17	52	7	21	6	18	544	131	14	59	18	10	548	6889	14	51	23	12	546
Male	25	3	12	12	48	6	24	4	16	543	123	15	57	23	6	548	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	58	6	10	29	50	13	22	10	17	543	254	14	58	20	8	548	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										19	63	32	5	0	562	450	64	34	2	0	564
No	56	4	7	29	52	13	23	10	18	543	235	10	60	21	9	547	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	1	25	0	0	2	50	1	25	536	5	8	33	25	33	537	4	8	38	26	28	539
B. less than one hour	72	5	12	23	55	7	17	7	17	545	72	17	60	17	6	549	70	15	52	23	10	547
C. one to two hours	21	0	0	6	50	4	33	2	17	542	21	7	61	26	6	547	24	15	51	23	11	547
D. more than two hours	0										2	0	17	50	33	535	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	2	14	7	50	4	29	1	7	546	33	28	58	8	6	553	34	28	50	14	8	552
B. good	46	4	15	13	50	4	15	5	19	545	41	13	63	19	5	549	45	11	54	24	10	546
C. fair	25	0	0	8	57	4	29	2	14	541	20	0	53	37	10	542	18	3	45	33	19	540
D. poor	5	0	0	1	33	1	33	1	33	539	6	0	36	36	29	536	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	39	4	18	13	59	4	18	1	5	549	42	20	64	11	5	552	38	22	52	19	7	550
B. They match some of what I have learned.	51	1	3	14	48	7	24	7	24	541	46	11	57	23	9	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	4	0	0	1	50	1	50	0	0	542	9	5	45	45	5	541	11	6	40	30	24	540
D. There is no match.	7	1	25	1	25	1	25	1	25	543	4	11	33	22	33	539	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	2	29	3	43	2	29	534	16	8	43	35	15	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	61	4	12	17	50	7	21	6	18	544	69	16	61	16	7	549	64	15	53	23	10	547
C. easier than my regular schoolwork	27	2	13	8	53	3	20	2	13	545	15	14	62	19	5	548	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	3	33	2	22	2	22	2	22	545	7	18	35	35	12	543	7	6	39	27	27	539
B. 30–45 minutes	42	2	8	14	58	5	21	3	13	547	25	6	57	29	8	545	28	9	49	28	15	544
C. 45–60 minutes	39	1	5	12	55	6	27	3	14	542	44	20	58	16	6	551	41	17	53	21	9	548
D. more than 60 minutes	4	0	0	1	50	0	0	1	50	538	24	12	65	15	8	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	2	40	1	20	2	40	538	8	16	47	21	16	547	6	14	43	24	20	543
B. two or three days a week	47	1	4	16	59	8	30	2	7	544	37	11	65	18	5	548	24	17	52	21	10	548
C. two or three times each month	26	2	13	7	47	3	20	3	20	545	38	18	57	19	6	550	33	17	52	21	9	548
D. never or almost never	18	3	30	4	40	1	10	2	20	544	18	13	50	26	11	545	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	32	1	6	8	44	6	33	3	17	542	39	12	62	19	7	549	23	13	47	26	15	545
B. two or three days a week	23	2	15	10	77	0	0	1	8	550	26	23	55	20	3	551	31	17	52	21	10	548
C. two or three times each month	21	1	8	6	50	3	25	2	17	544	19	15	58	17	10	548	27	17	52	21	10	548
D. never or almost never	25	2	14	5	36	4	29	3	21	541	15	5	53	29	13	542	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										100	0	0	0	100	528						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	2	15	6	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	23	40	130	51	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	24	41	71	28	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	10	17	38	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	27.1	56.5	29.2	60.8	29.2	60.8
D. The Physical Setting	24	50	11.7	48.8	12.9	53.8	12.9	53.8
E. The Living Environment	24	50	15.4	64.2	16.3	67.9	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	1	2	23	40	24	41	10	17	540	254	6	51	28	15	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	2										4						256	5	51	27	17	542
Hispanic	0										2						167	1	40	37	22	539
Caucasian/White	54	1	2	21	39	22	41	10	19	539	246	6	51	28	15	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	2	25	4	50	2	25	536	30	0	23	53	23	535	2309	2	29	39	29	536
No	50	1	2	21	42	20	40	8	16	540	224	7	55	25	14	545	11686	5	56	30	10	545
Current LEP																						
Yes	1										1						361	1	23	32	44	533
No	57	1	2	23	40	23	40	10	18	540	253	6	51	28	15	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	21	0	0	11	52	7	33	3	14	542	100	2	49	32	17	542	5729	2	42	37	20	539
No	37	1	3	12	32	17	46	7	19	538	154	8	53	25	14	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	58	1	2	23	40	24	41	10	17	540	254	6	51	28	15	544	13987	4	51	31	13	543
Gender																						
Female	33	0	0	11	33	15	45	7	21	539	131	5	49	30	17	543	6886	4	49	33	14	542
Male	25	1	4	12	48	9	36	3	12	542	123	7	54	26	13	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	58	1	2	23	40	24	41	10	17	540	254	6	51	28	15	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	2										19	37	58	0	5	561	450	25	72	2	1	557
No	56	0	0	22	39	24	43	10	18	539	235	3	51	30	16	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	25	1	25	2	50	537	5	0	42	25	33	538	4	2	37	35	25	538
B. less than one hour	72	1	2	20	48	15	36	6	14	541	72	7	54	26	14	544	70	4	53	31	12	544
C. one to two hours	21	0	0	2	17	8	67	2	17	536	21	4	50	35	11	543	24	5	51	31	12	544
D. more than two hours	0										2	17	0	33	50	537	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	14	0	0	4	50	3	38	1	13	542	23	8	54	22	15	545	26	7	56	26	11	545
B. good	54	1	3	13	42	10	32	7	23	541	57	6	54	27	13	545	53	4	53	31	11	544
C. fair	28	0	0	6	38	9	56	1	6	539	16	5	45	38	13	541	18	2	41	39	17	540
D. poor	4	0	0	0	0	1	50	1	50	527	4	0	20	30	50	532	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	16	0	0	4	44	5	56	0	0	541	21	4	58	26	11	544	23	5	56	28	11	544
B. They match some of what I have learned.	47	0	0	8	30	11	41	8	30	537	49	7	47	28	17	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	19	0	0	6	55	5	45	0	0	543	21	6	57	28	9	545	23	4	49	33	14	543
D. There is no match.	18	1	10	5	50	2	20	2	20	542	9	5	41	27	27	538	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	26	1	7	6	40	5	33	3	20	540	23	9	48	28	16	544	23	5	48	31	16	543
B. about the same as my regular schoolwork	56	0	0	13	41	13	41	6	19	540	58	3	53	28	15	543	58	4	52	32	12	543
C. easier than my regular schoolwork	18	0	0	4	40	5	50	1	10	539	19	11	50	24	15	545	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	25	0	0	5	36	5	36	4	29	536	39	7	54	23	16	545	33	5	51	31	14	543
B. a few times a week	49	0	0	12	43	12	43	4	14	541	24	5	46	33	16	543	45	4	52	32	11	544
C. once a week	12	0	0	2	29	3	43	2	29	537	9	9	50	18	23	543	8	4	50	30	16	542
D. a few times a month	14	1	13	4	50	3	38	0	0	544	28	4	53	33	10	543	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	42	1	4	7	29	12	50	4	17	539	38	4	53	27	16	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	23	0	0	4	31	5	38	4	31	536	19	2	34	38	26	538	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	16	0	0	6	67	2	22	1	11	546	29	14	54	22	10	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	19	0	0	6	55	4	36	1	9	542	14	0	67	25	8	545	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	37	0	0	9	43	7	33	5	24	540	42	6	57	21	17	545	47	4	51	32	12	543
B. a few times a month	30	0	0	8	47	6	35	3	18	540	20	6	43	33	18	542	27	5	54	30	11	544
C. once a month	7	0	0	1	25	3	75	0	0	537	10	12	42	35	12	544	10	5	49	30	15	543
D. never or almost never	26	1	7	5	33	7	47	2	13	540	28	4	51	33	11	543	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	37	0	0	6	29	9	43	6	29	536	41	6	50	26	18	543	46	4	52	32	12	543
B. a few times a month	26	0	0	9	60	4	27	2	13	544	24	5	53	22	20	544	28	5	53	30	12	544
C. once a month	18	0	0	3	30	6	60	1	10	537	10	8	50	29	13	544	11	4	47	34	15	542
D. never or almost never	19	1	9	5	45	4	36	1	9	543	25	5	52	34	8	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number